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ABSTRACT

This practicum was developed (1) to improve, supervise, and disseminate a model cross-age tutoring program, and (2) to determine if a tutorial program would increase the sight vocabulary of 100 second grade students in the Dallas Independent School District. A secondary purpose was to determine if such a program would improve the reading grades, peer relations, and general academic performance of the 100 fifth and sixth grade tutors. Evaluation was accomplished by pretests and posttests administered to the second, fifth, and sixth grade students to measure peer relations, academic performance, and achievement in sight vocabulary in four experimental schools and four control schools. Other evaluation instruments were used to obtain reactions of parents, teachers, and principals to the program. As a result of the program, dramatic increases were observed in acquisition of sight vocabulary skills of the tutored students. Less dramatic improvements were observed in academic achievement, peer relations, and reading grades of both tutors and tutees. The principals, teachers, and parents displayed positive reactions to the program. (Author)

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ED117048

IMPROVEMENT, SUPERVISION, AND DISSEMINATION OF A MODEL CROSS-AGE TUTORING PROGRAM

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By

Donnie L. Breedlove

Submitted in partial fullfillment of
the requirements for the degree
Doctor of Education, Nova University

Dallas I Cluster
Dr. Frank Alexander
Coordinator

Maxi II Report
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INTRODUCTION

The writer developed, implemented, and supervised a model Cross-age Tutoring Program to improve second-grade students' reading vocabulary skills in her school as a Midi Practicum requirement during the 1973-74 school year. The overall positive effect on reading skills of second-grade students as well as the requests of teachers, parents, and students to continue the program suggested the possibility of further disseminating the program. It was therefore recommended in the Midi Report that the Cross-age Tutoring Program as developed be made available for dissemination to other schools in the Dallas Independent School District (DISD). Consequently, during the 1974-75 school year, the Cross-age Tutoring Program was disseminated to four DISD inner-city schools as suggested in the Midi Report.

Reading is the major problem in the inner-schools according to the DISD Research and Evaluation Department. Both school administrators at the central office and parents in the school community have expressed concern about student reading problems. In addition, reading scores on the California Test of Basic Skills and statements made by principals, teachers, and supervisors have indicated a need to improve the reading vocabulary of inner-city elementary students.

Authorities in the field of education have often pointed out the need to improve students achievement level. They have indicated that trained tutors could help younger students improve in their academic performance. Most authorities have commented favorably on organized tutoring programs and have suggested that tutoring is an effective way to utilize human resources.

For some time, therefore, supervisors and principals have encouraged teachers to use intermediate students to assist primary students with reading stories and playing word games. However, an organized Tutor Training Program had not been planned and organized in any school in terms of definite goals, specific purposes, and appropriate activities, and available resources. It was obvious that such an organized Cross-age tutoring Program was needed in the inner-city schools. Fortunately, resource persons, facilities, materials, and time were available for the program.

The program was intended to help younger students improve their reading vocabulary. It was also intended that the tutorial experience would improve the academic performance of older students acting as tutors. Furthermore, it was hoped that the tutoring program would provide principals and teachers with a plan for organizing tutoring programs in other areas of the curriculum.

The specific problem was to improve, supervise, and disseminate the model Cross-age Tutoring program to improve reading abilities of selected students in four schools. A study was then conducted in order to determine if the tutorial program thus designed would improve reading vocabulary skills, reading grades, peer relations and general academic performance of the tutored students as well as the reading grades, peer relations, and general academic performance of their tutors.

Tutors were fifth-and sixth-grade students. The tutored students were second grade students in four DISD Elementary Schools. Second-, fifth- and sixth grade students served as control subjects in four other elementary schools. One teacher in each of the experimental schools served as the Tutorial Coordinator. Each Tutorial Coordinator participated in a training

program prior to implementation of the Cross-age Tutoring Program.

Tutors also participated in ten thirty-minute training sessions prior to participating in the tutoring sessions with second-grade students. Resource persons in the city and school district helped to train tutors. Fifth- and sixth-grade students were thus trained to tutor second-grade students for thirty minutes each day for one semester.

Evaluation instruments were designed to measure peer relations, academic performance, and achievement in sight vocabulary. A reactionnaire was used to obtain parents', teachers', and principals' reactions to the program. Evaluation results are presented in this report in relation to objectives of the practicum. The scores of tutors and tutored students tended to be higher than those of the controls. The mean rating for peer relations tended to favor the experimental group. Parents, teachers, and principals were very positive in their reactions to the tutoring program. As expected, the differences between the experimental and control groups was highly significant in the comparison of their sight vocabulary. It appeared to be not only statistically significant, but educationally significant.

It was expected that the Cross-age Tutoring Program would have a positive impact on students. It was also intended that teachers and principals would cooperate in implementing the program in their schools. However, it was not expected that the tutoring program would be expanded to all experimental schools, most of the control schools, and to other DISD schools according to need during the 1975-76 school year. It was also not expected that positive reactions would come from resource persons,

DISD Associate Assistant Superintendent-Research and Evaluation, principals, teachers, teacher aides, parents, tutors, and reading supervisors.

Since the tutoring program had a clearly positive effect on students being tutored, no adverse effect on tutors, extensive parental approval and unqualified support of principals responding, it was recommended that the program be extended to other schools on the basis of need. This program as developed will therefore be made available for dissemination to the DISD Teacher Education Center for the 1975-76 school year. The Tutoring Program is also recommended for dissemination to Region X, an Education Center serving the entire North Texas area.

IMPROVEMENT, SUPERVISION, AND DISSEMINATION OF A MODEL CROSS-AGE TUTORING PROGRAM.

by

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BACKGROUND AND SIGNIFICANCE OF THE STUDY

The writer developed, implemented, and supervised a Model Cross-age Tutoring Program to improve second-grade students' reading vocabulary skills in the Arlington Park Community Learning Center as a Midi Practicum requirement during the 1973-74 school year. Several recommendations were listed in the final Midi Practicum Report. The following recommendation in the Midi report suggested dissemination of the tutoring program to other schools in the DISD:

> The Cross-age Tutoring Program as developed should be made available for dissemination to other schools in the Dallas Independent School District.

A Cross-age Tutoring Program was disseminated to four Dallas inner-city elementary schools based upon the above-stated recommendation.

Additional reasons to continue and expand the Cross-age Tutoring Program included the following:

1. The tutoring program had an overall positive effect on reading skills of second-grade students.
2. The impact of the practicum on the overall academic achievement of tutors and tutored students was positive.
3. The tutored students and tutors had notably greater gains in reading grades than did the controls.
4. Teachers, parents, and students requested continuation of the program.

The improvement in reading grades, and requests by teachers, parents, and students who had participated in the original program had the greatest impact for justifying a need to disseminate the tutoring program to other Dallas schools.

Furthermore, the DISD Research and Evaluation Department had pointed out that the major problem in the inner-city schools was the students reading achievement level. Standardized tests (California Test of Basic Skills) are administered to all DISD students in the inner-city schools in September and April of each school year. These standardized tests are used to determine achievement levels in reading, language, spelling, and arithmetic. Total reading scores are determined by combining the reading vocabulary scores, and reading comprehension scores. Over 90% of the total enrollment in the Dallas inner-city schoos score one to two years below grade level in reading vocabulary on standardized tests.

Lastly it had been revealed in conferences with principals, teachers, and reading supervisors that a need existed to improve reading vocabulary through any means and resources available. It was evident through observation that students experienced difficulty in reading vocabulary as they performed in reading classes. Many students appear to be aware that they are having problems in reading. Limited amounts of reading materials are available for students in their homes, according to visiting teacher reports, parent conferences, and home visitations. It has been difficult to encourage parents to take their children to the public libraries. Many children in these schools are introduced to reading materials for the first time when they begin public school at age five.

Parents express concerns about their children's reading problems in conferences and Parent-Teacher Association meetings. The inner-city area Director has stated in his meetings with principals that reading is the major problem in the inner-city elementary schools.

Educators realize that reading is basic and necessary in obtaining an education.

DISD requires that a Basal Reading Program be implemented in all elementary schools. State-adopted basal reader textbooks are the major tools used in the Basal Reading Program. The basal reader has four steps in each teaching unit:

1. Introduction of new words
2. Reading the story
3. Reading Skills
    a. Word recognization
    b. Word attack
    c. Comprehension
4. Reinforcement of skills

The school administration is aware of the reading problem in the inner-city schools and had implemented several supplementary reading programs in these schools, to supplement the Basal Reading Program.

Inner-city students achieving below grade level in reading participate in a Targeted Achievement Reading Program in addition to the Basal Reading Program on a daily basis. Both reading programs have had a positive impact on the students' reading achievement. However, students participate in these programs in small groups according to ability levels. Students do not have an opportunity to learn in a one-to-one teaching situation in these reading programs.

An adequate supply of library books is available for students. Students are also issued out-of-adoption state textbooks to take home

for supplementary reading. Students receive gift books as awards for reading achievement in the Reading Is Fundamental Program.

DISD has assigned full-time reading teacher aides to assist teachers in the reading program. School volunteers are also assigned to assist teachers in the reading program. However, the schools do not have enough teacher aides and school volunteers to work with students on a one-to-one ratio in the reading program.

Students appear to be the only other human resource available to help needful students improve their reading abilities in a one-to-one teaching situation. Teachers have expressed a desire for school volunteers to work in a one-to-one teaching situation with students. This has not been possible because of the large number of students needing this kind of learning experience and the limited number of school volunteers in these schools. Teacher-pupil ratios of one to 26 and time scheduling for other subject areas do not permit the kind of teaching necessary to improve reading vocabulary to a desired level.

The reading supervisors and principals have encouraged teachers to use students in the intermediate grades to assist students in the primary grades with reading stories and playing word games. An organized Tutor Training Program had not been planned in the selected schools in terms of definite goals, specific purposes, and appropriate activities, and with the use of available resources. Teachers had not participated in supervisory activities, in-service programs, or scheduled team meetings for everyone involved in a tutoring program. It was obvious that organized cross-age tutoring was needed in these inner-city schools. Resource

persons, facilities, materials, and time were available for a tutoring program.

The problem was to improve the Model Cross-age Tutoring Program that was used in the writer's school, and to supervise and disseminate this program to other inner-city schools so that reading abilities of both tutored second graders and tutors might be improved. This Cross-age Tutoring Program was intended to help second-grade students improve their reading vocabulary. In addition, it was intended that the tutorial experience would improve the academic performance of fifth- and sixth-grade student tutors.

The expected outcome was to help principals and teachers organize and supervise a Cross-age Tutoring Program in reading. It was also intended that the tutoring program would assist teachers, teacher aides, and intermediate students in helping primary students to improve their performance in reading. It was assumed that the tutors would develop a more realistic image of their abilities and present state of development, and would gain a greater appreciation of their own abilities and skills. The tutors had an opportunity to help younger students acquire skills which they already possessed and also to develop relationships with younger students.

This tutoring program provided principals and teachers with an organized plan to develop similar Tutor Training Programs for intermediate students to help primary students in other phases of the Basal Reading Program, other reading programs, and also other subject areas, such as arithmetic and spelling. The program also helped principals to reallocate human resources to improve student performance in school.

As a result of this study, second-grade students in the four experimental schools have increased their reading vocabulary. They have had an opportunity to experience success in school, and appeared to have enjoyed it, too. The tutors made positive statements concerning their tutoring experiences. Cross-age tutoring was a significantly effective way for teachers to respond to cross-generation conflicts of our times. Research in the field of social psychology indicates that younger students identify more strongly with older students as models than they do with adults.

Statement of the Problem

To improve, supervise, and disseminate a Model Cross-age Tutoring Program which would improve reading abilities of both second-grade students tutored and fifth- and sixth-grade tutors in four inner-city schools.

Purpose of the Study

To determine if a tutorial program would improve reading vocabulary skills, reading grades, peer relations, and general academic performance of second-grade students as well as reading grades, peer relations and general academic performance of fifth- and sixth-grade tutors.

Description of the Tutoring Program

The Cross-age Tutoring Program as discussed by Peggy Lippitt and others in their book, Cross-Age Helping Program[2] was used as a guide to improve the

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[2]Peggy Lippitt and others, Cross-Age Helping Program - Orientation, Training and Materials, Ann Arbor, Michigan: Braun-Brumfield, Inc., 1973, pp. 93-174.

Model Cross-age Tutoring Program. This cross-age tutoring program was disseminated to four inner-city schools to improve reading abilities of second-grade students and their tutors. Teacher-student ratio and other teaching demands did not afford the reading teacher an opportunity to teach students in a one-to-one relationship.

Tutors were fifth- and sixth-grade students. The tutored students were second graders. Both the tutored and tutors were students in the following inner-city elementary schools in the DISD:

1. Arlington Park
2. George W. Carver
3. C. F. Carr
4. Fred Douglass

These schools were selected because of their high percentage of students reading below grade level as indicated in the school district's 1974 publication of standardized test scores according to individual schools. These four schools are located in Dallas' extremely deprived area of the city. Students attending these schools come from low socio-economic families, according to the 1970 City of Dallas Census Report.

Students in the second, fifth, and sixth grades participated in the control group. The control subjects were students in the following Dallas inner-city schools:

1. John Neely Bryan
2. David Crockett
3. Stephen F. Austin
4. Booker T. Washington

Students in the control schools have low reading scores as indicated on DISD standardized test reports and also are members of low income families.

The principal in each experimental school requested a teacher in the building to volunteer to serve as the Building Tutorial Coordinator. The Coordinator had the following responsibilities:

1. Conducted and coordinated the Tutor Training Program for tutors.
2. Acted as liaison between members of the tutoring staff team (principal, sending-teachers, receiving teachers, and teacher aides).
3. Informes others about the program.
4. Acted as pulic relations person for the program.
5. Kept the master schedule for tutors.
6. Attended staff meetings.
7. Chaired team meetings.
8. Was familiar with materials, objectives, and activities for the ten tutoring sessions.
9. Carried out supervisory responsibilities.
10. Collected feedback from sending teachers.

The principals had an important role in their tutoring staff, their functions included the following:

1. Sanctioned the program.
2. Interpreted program to parents and central administration staff.
3. Allocated time for the Coordinator's functions, tutor training periods, and monthly staff team meetings.

Sending-teachers' responsibilities were as follows:

1. Helped to interpret program to tutors.
2. Adjusted class schedule for tutoring sessions.

3. Communicated with receiving teachers about absence of tutor, etc.

4. Kept in touch with schedule of tutor assignments.

5. Attended staff meetings.

Receiving teachers' responsibilities included the following:

1. Informed tutors on goals for second-grade students in the program.

2. Supervised feedback to tutors.

3. Provided feedback to Coordinators.

4. Attended monthly staff team meetings.

5. Supported tutors in their work with second-grade students.

Tutors participated in ten 30-minute training sessions prior to working with the second-grade students. Training sessions were scheduled during regular class time. The writer conferred with resource persons prior to training sessions to determine goals for the program. The Diagnostic Reading teacher who was assigned to the four experimental schools assisted the writer and Tutorial Coordinators in conducting and implementing the training session for tutors.

The Cross-age Tutoring Program was planned in terms of definite goals, specific purposes, appropriate activities, and available resources for the tutors. This program was designed to improve reading vocabulary skills, reading grades, peer relations, and general academic performance of second-grade students. Available resource persons in the school District and city were used in the tutor training program.

Theoretical Basis For The Program

Lippitt[3] points out that, aware of educational research, the educational professionals have been recognizing the importance of individual differences and individual styles of learning. Children of the same age in the same classroom are dramatically different in their needs for help in the learning process.

At the same time, economic trends in the society, and public priorities about the financial support of education have blocked an increase in the ratio of professional trained helpers available to deal with these individual differences. Bond issues fail; budgets are reduced; and the teacher-pupil ratio does not improve.

A corollary to the concept of individualization was an awareness that a new population of educational personnel -- volunteers -- would be helpful in the classroom to provide the opportunities and design for indiviualization of learning activities. Older students were recognized as a most available resource who in turn could benefit most from being recruited to be educational aides for younger students.

According to Lippitt,[4] an organized Cross-age Tutoring Program had its beginning in 1961 in the laboratory school of the University of Michigan. Thie program was sponsored by the U.S. Office of Education and the results were very positive. Since 1961, school systems throughout the country have implemented successful cross-age tutoring program.[5]

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[3] Peggy Lippitt, Op. Cit.
[4] Op. Cit., pp. 4-5.
[5] Ibid., pp. 5-7.

Many authorities in the field of education have discussed the need to improve student achievement level. Few authorities indicate the possible causes for students' achieving below their potential in school. However, Engelmann[6] points out a possible cause for students' achieving below level, thus making it necessary for educators to develop programs to improve such students' performances in school. Engelmann[7] indicates that research evidence gathered over the past two decades has cast serious doubt on the traditional view of the slow learners. Experimental programs have demonstrated that the achievements of slow-learning students can be substantially increased. Observers have noted that a large proportion of slow learners and school failures come from home environments in which little is taught. According to Engelmann,[8] little has been done to help the slow-learning student catch up instead of merely becoming a happy slow learner. Cross-age tutoring programs are designed to help students improve their academic performance.

Gartner[9] indicates that older students can help younger students improve in their academic performance in school. He also emphasizes the importance of adequate training for the tutors.

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[6]Siegfried Engelmann, Preventing Failures in the Primary Grades, p. 6.
[7]Ibid., p. 1.
[8]Ibid.
[9]Alan Gartner, Mary Conway, and Frank Riessman, Children Teach Children Learning By Teaching, pp. 110-111.

Lippitt[10] says that cross-age tutoring has proven beneficial in a number of unforeseen ways. Teachers and administrators find that this concept of education has not only afforded resources with small budget outlay but has also provided an effective link between the generations. It gives older students a chance for status and influence in ways other than confrontation and rebellion. Learning as they teach, older students often discover that by helping younger students they can, at a safe emotional distance, work through some of their own problems in relating to others. They also gain apprenticeship in a number of service-oreinted jobs and encouragement to assume voluntary citizenship roles and select careers.

Lippitt[11] also points out that younger students, in turn, naturally look to an older student for accepted norms and examples of what they themselves can become. Younger students who are experiencing difficulty in school sometimes will accept needed support from older students more readily than from adults; those younger students quicker than their classmates may in turn be helped to explore new materials and avoid the problems of boredom. Added to improved academic performance, therefore, are better attitudes toward self, teachers, and others.

Barriers of competitiveness, exploitation, and distrust cause human resources to be tragically uner-utilized. As educators accept the necessity to individualize instruction, they must seek to provide for differences in learning goals, roles, and styles. More and more it becomes crucial that

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[10] Lippitt, et.al., op. Cit., pp. 203-204.
[11] Ibid., pp. 204-205.

they create environments where students are also teachers, motivated to give help, trusted, and trusting in efforts to seek help from others.

The Cross-age Tutoring Program as duscussed by Lippitt and others[12] in their book, Cross-Age Helping Program was used as a guide to develop and improve the training program for tutors.

Training of Building Tutorial Coordinators

Tutorial Coordinators in each experimental school volunteered to coordinate the tutoring program in their schools. Coordinators participated in a two-hour planning and training session prior to implementing the tutoring programs in the four experimental schools (Appendix A). The session included the following:

1. Identification of the role of the Tutorial Coordinators.
2. Review of the roles and responsibilities for principals, sending teachers, receiving teachers, and teacher aides. (Appendix A).
3. Identification of the roles of the tutors and tutored students.
4. Completion of review and discussion of the tutoring program.
5. Discussion of techniques and procedures for conducting tutor training sessions.
6. Explaination of procedures for collecting feedback materials for evaluation.
7. Discussion of the schedule for tutors and tutored students.

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[12] Op. Cit., pp. 93-174.

8. Explanation of procedures for conducting team staff meetings.

9. Participation in question-and-answer period.

Tutorial Coordinators had very positive reactions to the tutoring program and indicated that the program should be expanded to include other subject areas.

Tutor Training

Tutors participated in ten thirty-minute training sessions prior to working with second-grade students. Training sessions were scheduled during regular class time. The Diagnostic Reading Teacher who was assigned to the four experimental schools assisted the Nova participant and Tutorial Coordinator in each school in conducting and implementing the following training sessions for tutors:

SESSION I - Introduction to Cross-Age Tutoring

A. Time: First Week - Monday

B. Organizational Arrangement: Discussion and filmstrip.

C. Objectives:

1. To understand basic reasons for implementing the program.
2. To describe a cross-age tutoring program.
3. To describe purpose and content of tutoring program.

D. Activities

1. Participate in an introductory session covering cross-age tutoring.
2. View a filmstrip presentation reinforcing what cross-age tutoring is and how it works.

3. Discuss questions and concerns about a tutoring program.

E. Resources

1. People

(a) Nova Participant (Arlington Park School)

(b) Tutorial Coordinator

(c) Consultant (Region X)

2. Materials

(a) Filmstrip from Region X.

SESSION II - Role Definition and Responsibility

A. Time: First Week - Tuesday

B. Organizational Arrangement: Discussion and Role Playing

C. Objectives:

1. To understand their roles, roles of the tutored, and roles of the teachers in the tutoring program.

D. Activities:

1. Observe presentation on cross-age tutoring roles.

2. Observe role playing by teacher aides.

(a) Positively reinforce correct responses.

(b) Correct incorrect responses without discouraging the tutee.

(c) Reporting disciplinary problems to teachers of the tutored.

E. Resources

1. People

(a) Nova Participant (C. F. Carr School)

(b) Tutorial Coordinator

(c) Teacher aides - two

(d) Reading Diagnostic Teacher

2. Materials

(a) Transparency showing roles to be played

(b) List of Cross-age Tutoring Program roles

SESSION III - Role Definition and Responsibility

A. Time: First Week - Wednesday

B. Organizational Arrangement: Discussion and Role Playing

C. Objective

1. To understand their roles and roles of the tutored and tutors in the tutoring program.

D. Activities

1. Discuss roles of the tutors, tutored students, teachers, Coordinators of tutors, training session leader, and principals.

2. Tutors participate in role playing

(a) Positively reinforce correct responses.

(b) Correct incorrect responses without discouraging the tutored student.

(c) Report disciplinary problems to teacher of the tutored student.

(d) Tutor two students during a session when another tutor is absent from school.

E. Resources

1. People

(a) Director of High School Tutors - DISD

(b) Nova Participant (George W. Carver School)

(c) Tutorial Coordinator

2. Materials

(a) Transparency showing roles to be played

(b) List of Cross-age Tutoring Program roles

SESSION IV - Selection of Students to be Tutored

A. Time: First week - Wednesday

B. Organizational Arrangement: Discussion

C. Objectives

1. To discuss needs of tutored students.

2. To give each tutor the name of the student to be tutored by him/her.

3. To establish procedures for listing correct responses on the master Work List.

D. Activities

1. Give each tutor a list of words used in tutoring sessions.

2. Have tutors draw names of students to be tutored from a box to determine which student he/she will work with during tutoring sessions.

3. Explain procedures for using the Word List. This list serves as a record of each tutored student's progress.

4. Record names of tutors and the student assigned each for tutoring.

E. Resources

1. People

   (a) Nova Participant (Fred Douglass School)

   (b) Reading Diagnostic Teacher

   (c) Teacher aides - two

   (d) Tutorial Coordinator

2. Materials

   (a) Master Word List (Appendix B)

   (b) Names of tutored students on separate cards

   (c) Large Box

   (d) Pencils

   (e) Several sheets of paper

SESSION V - Tutoring Session

A. Time - First week - Friday

B. Organizational Arrangement: Role Playing and Discussion

C. Objectives

   1. To carry out a successful tutoring session by using tutors as participants.

   2. To understand that a party will be planned for all tutors and tutored students at the end of the school year.

D. Activities

   1. Participate in a supervised tutoring session.

   2. Discuss party for tutors and tutored students at the end of the school year.

E. Resources

   1. People

(a) Nova Participants

(b) Diagnostic Reading Teacher

(c) Director of High School Tutors - DISD

2. Materials

(a) Flash cards

(b) Master Word List

SESSION VI - Communication Skills Used in Tutoring Sessions

A. Time: Second Week - Monday

B. Organizational arrangement: Lecture and Demonstration

C. Objectives

1. To understand an acceptable method for helping tutored students learn new words.

2. To understand how to communicate with the tutored students.

D. Activities

1. Discuss acceptable ways to communicate with tutored students.

2. Offer tutors an opportunity to ask questions concerning the tutoring program.

E. Resources

1. People

(a) Nova Participant (Arlington Park School)

(b) Experienced Reading Teacher - DISD

(c) Tutorial Coordinator

2. Materials

(a) Master Word List

SESSION VII - The Cross-Age Tutoring Program

A. Time - Second week - Tuesday

B. Organizational Arrangement: Film presentation

C. Objectives

1. To help tutors understand the contribution they are making to tutored students' school experience.

D. Activities

1. View a film presentation.

2. Participate in a question-and-answer period.

E. Resources

1. People

(a) Nova Participant (C. F. Carr School)

(b) Resource Teachers - Teacher Education Center - Area IV - DISD

(c) Tutorial Coordinator

2. Materials

(a) Film

(b) Projector

SESSION VIII - Understanding and Working with Younger Children

A. Time: Second Week - Wednesday

B. Organizational Arrangement: Discussion and Lecture

C. Objectives

1. To find as many ways as possible to give younger children a feeling of being appreciated, liked, useful, successful,

included, and important, and to develop in them an awareness that their wishes are being considered and that they are experiencing success and growing in skill.

D. Activities

1. Explanation by school psychologist of ways to help tutors understand younger children.
2. Discussion and listing of ways to help children feel accepted, important, and successful in school.

E. Resources

1. People
   (a) Nova Participant (George W. Carver School)
   (b) Director - Psychological Services, Area IV - DISD
   (c) Tutorial Coordinator
2. Materials
   (a) Chalkboard and chalk

SESSION IX - The Importance of Helping Students To Be Good Readers

A. Time - Second Week - Thursday

B. Organizational Arrangement: Film Presentation and Question Period

C. Objectives

1. To help tutors understand the importance of people's being able to read.

D. Activities

1. View film.
2. Explain how people communicate through reading.

E. Resources

1. People

(a) Nova Participant (Fred Douglass School)

(b) Reading Supervisor

(c) Tutorial Coordinator

2. Materials

(a) Film from Region X

SESSION X - A Simulated Training Session with First-grade Students

A. Time: Second Week - Friday

B. Organizational Arrangement: Participation and Discussion

C. Objectives

1. To demonstrate an understanding of tutoring students.

2. To meet teachers involved in the tutoring program.

D. Activities

1. Participate in a tutoring session with first-grade students.

2. Meet teachers in tutoring program.

E. Resources

1. People

(a) Nova Participant

(b) Teacher aides

(c) Diagnostic Reading Teacher

(c) First-grade students

(e) Participating teachers

(f) Tutorial Coordinator

2. Materials

(a) Flash Cards

(b) Master Word List

Note: Nova participant will attend and assist in training sessions on a rotating schedule.

Tutorial Training Program

Second-grade students and tutors participated in a one-to-one working relationship, five days per week, in the second-grade teacher's regular classroom. Each tutor helped a second-grade student with five reading words that the second grader had missed on the pre-assessment test (Appendix B). The tutor presented each of the five words to the second-grade student and pronounced the word for the student. The second grader was then expected to repeat the word. The tutor continued showing the words to the second grader, one at a time. As the second grader correctly identified each word, the tutor verbally reinforced the correct response. If the second grader missed the word, the tutor would tell what the correct word was without criticizing. The second grader was then expected to repeat the correct answer. Words not learned by a second grader during a session were included in the next day's tutoring sessions.

A party was planned for all tutors, and second graders, at the end of the school year. The tutors and second-grade students' parents received two letters concerning the Cross-age Tutoring Program (Appendices C and D). The parents needed to understand that their children were participating in a learning experience in the tutoring program.

Design

The practicum design included the defined resources, objectives, procedures, and evaluation components for the tutoring program. The Schedule of Practicum Design (Appendix E) was used in helping the Nova participant execute the practicum according to schedule. The practicum design included criteria which the Nova participant used to evaluate the results of the practicum.

Resources

Teachers, teacher aides, tutorial coordinators, and students were defined as prime resources in the tutoring program. It was realized that other resources affected the tutoring program and at times were part of the program. However, it was not intended that resource persons who participated in the training program or principals would be considered as prime resources.

One Tutorial Coordinator, four reading teachers, two teacher aides, 25 second graders and 25 tutors from each of the four selected schools participated in the experimental group. Four teachers, 25 second graders, and 25 fifth and sixth graders from each of the four control schools participated in the control group. The Nova Participant supervised the Tutorial Coordinators, teachers, and teacher aides in the tutoring program.

Objectives

The objectives for the practicum were as follows:

1. To disseminate a Cross-age Tutoring Program to four DISD

elementary schools.

2. To develop a Tutorial Coordinator training program.
3. To obtain the cooperation of the principals in four experimental schools.
4. To refine and package the Tutor Training Program.
5. To demonstrate improved academic performance by tutors, as perceived by teachers, more often than by fifth- and sixth-grade control groups.
6. To demonstrate improved academic performance by second graders in the experimental group, as perceived by teachers, more often than by second graders in the control group.
7. To show improved peer relationships for tutors and students tutored, as perceived by teachers, more often than for control subjects.
8. To demonstrate that students in experimental groups learned more new sight-vocabulary words than did second-grade control subjects.
9. To demonstrate that the tutoring program stimulated a positive reaction from the parents of tutors and students tutored.
10. To demonstrate that the tutoring program stimulated a positive reaction from participating teachers.
11. To demonstrate that the tutoring program stimulated a positive reaction from participating principals.

Schedule

The schedule of the practicum design (Appendix E) was used as a guide

throughout the entire study. The beginning date for the practicum was July 1, 1974. The actual dissemination and implementation of the practicum began on January 7, 1975 and was completed on May 27, 1975. The final practicum report was scheduled to be completed and submitted on July 5, 1975. The final practicum report was completed on September 29, 1975 (Appendix F). Analyzing data and writing the report required more time than had been anticipated by the Nova participant in the Practicum Design Schedule that was developed for the practicum proposal. The final practicum report will be submitted on October 15, 1975. Total time involved in this study extends from July 1, 1975 to September 29, 1975.

The Nova participant is presently working with principals to continue to expand the Cross-age Tutoring Program to include other subject areas for the 1975-76 school year.

Required Input for Dissemination of Cross-age Tutoring Program

1. Human Efforts

   A. Nova Participant (Practicum Writer)

      (1) Revised Model Cross-age Tutoring Program: three days.

      (2) Attended Cross-age Tutor Training Program: thirty minutes per session for eight sessions (four hours).

      (3) Developed evaluation instruments: two days.

      (4) Visited classes - thirty minutes per teacher - two teachers per week (16 hours).

      (5) Contacted principals and teachers for participation: staff team meeting - 45 minutes for each of the four experimental schools (three hours).

(6) Wrote practicum proposal: seven days.

(7) Wrote final practicum report: 14 days.

(8) Explained assessment to teachers: staff team meetings - 45 minutes for each school (three hours).

(9) Contacted resource persons: five days.

(10) Held conferences with resource persons: nine 30-minute conferences (four and one-half hours).

(11) Collected and analyzed data: eight days.

(12) Met with staff tutoring team: four 30-minute sessions two hours.

(13) Held conferences with teachers, principals, and teacher aides: eight 30-minute conferences (four hours).

(14) Wrote letters to DISD General Superintendent, Director, Principals, Teachers, and Parents: three hours.

(15) Developed Practicum Design (Appendix E): one day.

(16) Supervised Cross-age Tutoring Program in four schools: one semester (four and one-half months).

B. Tutorial Coordinators - Four

(1) Conducted tutor training sessions: ten 30-minute training sessions for each of the four coordinators (20 hours).

(2) Held conference with Nova Participant: 30-minutes, two time per month for four months (16 hours).

(3) Chaired staff meetings: one 30-minute meeting per month for four months with each coordinator (8 hours).

(4) Assisted in collecting data: four coordinators, two hours each (8 hours).

(5) Held teacher conferences: eight hours per coordinator.

C. Principals (Experimental Schools)

(1) Conference with Nova Participant: four principals, two hours.

(2) Designed and scheduled time for tutoring program: four principals (four hours).

(3) Visited classes: four principals (four hours).

D. Teachers (Experimental Schools)

(1) Attended tutor training session: five hours per teacher (80 hours).

(2) Met with staff tutoring team: four hours per teacher (64 hours).

(3) Assisted, scheduled, and implemented tutoring program: one and one-half hours per week (24 hours per teacher).

(4) Dedicated undetermined number of hours to control teachers.

E. Teacher Aides

(1) Reproduced master Word List: two hours per teacher aide (8 hours).

(2) Made vocabulary word flash cards, three hours per teacher aide (12 hours).

(3) Met with tutoring team: four hours per teacher aide (16 hours).

(4) Assisted in implementation of program: one hour per week per teacher aide (16 hours).

F. Students

(1) Participated in tutoring sessions: 100 tutors, 100 second-grade students tutored in the four experimental schools (five hours per week for 18 weeks), 90 hours per student (total 200 hours).

(2) Dedicated undetermined amount of time for students in the control group.

G. Other Resources

(1) Consultant Region X - Four, 30-minute tutoring sessions (two hours).

(2) Reading Diagnostic Teacher - Four 30-minute tutor training sessions (8 hours).

(3) Director of High School Tutors - two 30-minute training sessions (four hours).

(4) Experienced Reading Teacher - Four 30-minute training sessions (two hours).

(5) Resource Teachers - Teacher Education Center - DISD - four 30-minute training sessions (two hours).

(6) Director-Psychological Services - Area IV - DISD - four 30-minute training sessions (two hours).

(7) Reading Supervisor - DISD (two hours).

H. Materials and Equipment

(1) Sentence strip-two package for 350 flash cards for each of the four experimental schools

(2) Duplicating paper - one package for master Word List for each of the four experimental schools

(3) Felt tip pen, two per school

(4) Master copies, five per school

(5) Transparencies, five per school

(6) Overhead projector, one per school

(7) Film projector, one per school

(8) Film, Region X

(9) File cabinet, one per school

(10) File folder, 25 per school

I. Funds

(1) Refreshments for party, last day of tutoring program @ $12.00 per school (four schools) = $48.00

(2) Available funds - Nova participant's personal money.

(3) Material and supplies - available in individual buildings.

(4) Personnel - no additional cost.

J. Facilities

(1) Regular class areas in participating schools.

K. Time Factor

(1) Practicum began on July 1, 1974 and ended on October 1, 1975.

(2) Practicum proposal writing and planning began on July 1, 1974 and was submitted to Nova University on October 15, 1975.

(3) Practicum final writing was done during the period extending from July 1, 1975 until October 1, 1975.

(4) Dissemination and implementation of the practicum was begun on January 8, 1975, and completed on May 31, 1975.

L. Total Number of People Involved

(1) Nova participant - 1

(2) Principals - 8

(3) Teachers - 32

(4) Teacher aides - 4

(5) Students - 400

(6) Tutorial Coordinators - 4

(7) Resource Persons - 7

Total Number of People Involved - 456

Evaluation Procedures

Evaluation procedures will be presented in three parts. First, the procedure for selecting the sample is described. This is followed by a list and description of the instruments used in the evaluation. The final section describes the statistical procedures employed.

Sampling Technique

Twenty-five second-grade students were randomly selected from the total second-grade population in each of four experimental schools. A second sample of twenty-five second-grade students were randomly selected to serve as controls in each of four control schools.

Similarly, twenty-five students were randomly drawn from the total fifth- and sixth-grade population in each of four experimental schools.

A second sample of twenty fifth- and sixth-grade students was selected from this population in each of four control schools to serve as controls.

Only the second graders in the experimental group participated in a Cross-Age Tutoring Program. Tutored second-grade students and the second-grade control group had an opportunity to learn the same words in their reading classes. Both the experimental second graders and the control subjects received the same pre-assessment and post-assessment tests to determine the number of vocabulary words learned during the four-and-one-half month period.

The writer indicated in the Maxi II Proposal that twenty second-grade students from each of the four experimental schools would be tutored by twenty fifth-and sixth-grade students in the experimental schools. The proposal also stated that twenty second-grade students and twenty fifth- and sixth-grade students from each of the four control schools would be considered the controls in this study. However, the number of second-grade students and the number of fifth- and sixth-grade students in the experimental and control schools were increased to twenty-five students instead of the proposed twenty students in each second-grade group and each fifth- and sixth-grade group. The increase in the number of students in this study was necessary in order to comply with requests from the principals in the experimental schools. The principals requested an additional number of second-grade students to be tutored.

Participating schools in the experimental group were as follows:

1. Arlington Park
2. George W. Carver
3. C. F. Carr
4. Fred Douglass

Participating schools in the control group were as follows:

1. John Neely Bryan
2. David Crockett
3. Stephen F. Austin
4. Booker T. Washington

Instrumentation for Evaluation

These instruments were used for evaluation in this study:

1. Teacher checklist: to measure peer relations (Appendix G)
2. Parent Reactionnaire: to obtain information on parents' reactions to program (Appendix H)
3. Teacher Reactionnaire: to obtain information on teachers' reactions to program (Appendix I)
4. Principal Reactionnaire: to obtain information on principals' reactions to program (Appendix J)
5. Teacher Report on Pupil Reading Grades (pretest and posttest): to measure academic performance (Appendix K)
6. Word Vocabulary List: to measure achievement in sight vocabulary (Appendix B)

Methods

Tutors and tutored students as well as control subjects for each group were pretested and posttested on language arts. The posttest scores of the experimental subjects were compared with those of control subjects by analysis of covariance. Pretest scores served as a covariate and posttest scores as criterion.

The Teacher Checklist on Peer Relations was completed only for each tutor and tutored student and respective control subjects. The ratings of

the tutors and tutored students were compared with appropriate controls by Fisher's t-test.

Performance on the Sight Vocabulary List by the tutored students and appropriate controls was assessed prior to entering the program and again at the conclusion of the program. The scores of the two groups were compared by analysis of covariance with the pre-assessment serving as covariate and post-assessment as criterion.

The percentages of parents responding both negatively and positively to each item on the Parent Reactionnaire was computed for both the tutors and the tutored students.

The responses to both the Teacher Reactionnaire and the Principal Reactionnaire was summarized. The specific responses are not presented here, in order to project the anonymity of the respondents.

Results

Evaluation results are presented in relation to the objectives listed on pages 25 and 26 of this practicum report. This evaluation information included the following areas:

1. Documentation procedures for dissemination
2. School perception scale (subsequently eliminated).
3. Tutorial Coordinators training program
4. Documentation of principals' cooperation
5. Teachers' grades
6. Peer relationships
7. Parent reactions

8. Teacher reactions

9. Principal reactions

10. Sight vocabulary words

These ten evaluation areas are presented and discussed separately in this practicum report.

Documentation Procedures for Dissemination

The Development Council of DISD approved the Nova Participant's Maxi II Practicum for dissemination in four DISD elementary schools (Appendix L). However, the practicum was approved for dissemination with recommendations. The Council and the General Superintendent recommended that the Nova Participant narrow the scope of research for the Maxi II Practicum. This recommendation was followed by a conference with the school District's Director of the Development Council. The Director of the Development Council suggested that the number of participating schools should be reduced. He also suggested that the number of instruments used for evaluation of the practicum also be reduced. The following evaluation instrument was eliminated from the practicum:

School Perception Scale (subsequently eliminated)

Elimination of this instrument resulted from the inability of the DISD print shop to produce a sufficient number of tests in time for the pretest to be administered. Some principals indicated to the Nova Participant that the School Perception Scale for pretest and posttest would require a large amount of the teachers time to administer. As a

result of the General Superintendent's recommendation, the conference with the Director of the Development Council (DISD administrators for approving practicum implementation in DISD schools), difficulty in obtaining a sufficient number of tests, and participating principals' reactions, the School perception Scale was eliminated from the practicum.

As a result of the Nova Participant's conference with the Director of the Development Council, the following schools participated in the Maxi II Practicum:

Experimental Schools:

1. Arlington Park
2. George W. Carver
3. C. F. Carr
4. Fred Douglass

Control Schools:

1. John Neely Bryan
2. David Crockett
3. Stephen F. Austin
4. Booker T. Washington

The participating principals in the experimental schools requested that more than 20 students should have an opportunity to participate in the tutoring program. Participating principals and the Nova participant agreed to increase the number of second-grade students tutored to 25 in each school. The number of fifth- and sixth-grade students serving as tutors was also increased to 25 students.

This tutoring program was disseminated according to the practicum schedule (Appendix E). Procedures for dissemination were explained to principals in individual conferences. Detailed information for dissemination was discussed with Tutorial Coordinatiors in the Tutorial Coordinators

training session. Tutorial Coordinators and the Nova Participant explained procedures to teachers for dissemination of the tutoring program to individual reading classes. Parents were also informed (Appendices C and D) of their children's participation in the tutoring program.

Tutorial Coordinators' Training Program

Tutorial Coordinators participated in a two-hour training session prior to coordinating the tutor training program for fifth- and sixth-grade students in their school. This training session was intended to help Tutorial Coordinators organize, monitor, and implement the Cross-age Tutoring Program. It was also intended that the coordinators would understand their roles and responsibilities in the tutoring program. Procedures for collecting feedback materials for evaluation were explained to each coordinator during the training session. Tutoring schedules, conducting team staff meeting, questions, and answers were discussed during the Tutorial Coordinators' Training Program. This training program for Tutorial Coordinators was necessary to implement the tutoring program with little or no difficulty.

Documentation of Principals' Cooperation

Principals in both the experimental and control schools were extremely cooperative. It would have been difficult to disseminate the tutoring program without the cooperation of the principals. The principals extended the Nova Participant complete freedom to implement the tutoring program in their schools. Many principals attempted to analyze their own data on a

separate sheet when returning information. However, it was necessary for the Nova participant to analyze all data according to her procedures. Principals assigned teachers who indicated an interest in cross-age tutoring to participate in the program. Principals also commented positively by telephone and at principal meetings about the tutoring program. Principals often contacted the Nova Participant instead of requesting the Tutorial Coordinator when information was needed concerning the tutoring program. Many principals called, after the completion of the tutoring program, to find out if the evaluation data had been submitted to the Nova participant as intended. The principals were the key persons in implementing the tutoring program.

Refinement of Tutor Training Program

Tutoring training sessions in the Nova participants' Midi Practicum were designed for 30-minute periods. It was found that at least 45 minutes were required for each session. Since classes in the DISD elementary schools are scheduled for 30 minute periods, 45-minute training sessions required two class periods instead of one; therefore, training sessions were revised to include fewer activities for the tutors. Additional resource persons were used in the Maxi II Practicum. Teachers who participated in the Midi Practicum as teachers, served as resource persons in the study. Each Tutorial Coordinator was involved in all tutor training sessions. Tutorial Coordinators were trained to coordinate and direct the Tutor Training Program. Evaluation precedures were revised to include reactions of parents, teachers, and principals. New evaluation instruments

were designed to improve evaluation results.

Teachers' Grades

The teachers who assigned language-arts grades of tutors, tutored students, and control subjects were compared by covariant analysis. The first-semester grades served as covariate and the second-semester grades as criterion. The adjusted mean, second-semester grades for each group are presented in Table 1. The scale for these grades is:

1 - Rapid Progress

2 - Satisfactory Progress

3 - Acceptable Progress

4 - Little or No Progress

TABLE 1

Comparison of Teacher Grades

Group	Adjusted X Grades	N	F	P
Tutors	1.38	109	1.92	NS
Controls	1.81	98		
Tutored	1.78	108	2.14	NS
Controls	2.43	103		

Although adjusted mean grades for the tutors and the tutored students tended to be higher than those of the controls, the differences were not statistically significant.

Peer Relationships

To determine whether tutoring influenced peer relations, experimental and control subjects were rated on a Teacher Checklist on Peer Relations. Since the instrument was administered only as a post-assessment, comparisons were made a Fisher's t-test. Table 2 presents the results of these analyses.

TABLE 2

Comparison of Peer Relations

Treatment	Mean	SD	t	P
Tutors	58.26	14.36		
Controls	56.16	17.26	103	NS
Tutored	58.14	12.30		
Controls	57.40	14.02	0.44	NS

Again the mean ratings tended to favor the experimental group, but the difference was not significant.

Parent Reactions

To assess the reactions of parents of participating students, a Parent Reactionnaire was sent home for each student. Table 3 summarizes the reactions of the parents of the tutors.

TABLE 3

Reactions of Parents of Tutors

(N=67)

Question	Percent	
	Yes	No
Were you happy your child participated?	94	6
Could you see any change in this child at home?	89	11
If yes, was the change for the better?	91	9
Does "participation" affect the child's relationship with brothers, sisters, or other children in the neighborhood?	29	76
Does he/she spend more time reading at home?	62	38
Does he/she spend less time reading at home?	32	68
Does he/she seem to enjoy tutoring sessions?	97	3
Is he/she more willing to attend school since the tutoring program started?	94	6
Do you think it is worth the child's time to be in the program	98	2
Do you think the program helped your child?	98	2
Would you like for your child to be in the program next year?	86	14

As may be observed, the majority of the parents felt that tutoring was very good for the tutors.

The reactions of parents of the students being tutored are summarized in Table 4.

TABLE 4

Reaction of Parents of Student Tutored

(N=72)

Question	Percent	
	Yes	No
Were you happy your child participated?	97	3
Could you see any change in this child at home?	94	96
If yes, was the change for the better?	98	2
Did participation affect the child's relationship with brothers, sisters, or other children in the neighborhood?	37	63
Does he/she spend more time reading at home?	50	50
Does he/she spend less time reading at home?	21	79
Does he/she seem to enjoy tutoring sessions?	96	4
Does he/she seem more willing to attend school since the tutoring program started?	87	13
Do you think it was worth the child's time to be in the program?	93	7
Do you think the program helped the child?	98	2
Would you like for your child to be in the program next year?	96	4

As revealed in Table 4, the parents of children who were tutored were very positive in their reactions to the tutoring program.

Teacher Reactions

To assess teacher reaction to the Cross-age Tutoring Program each participating teacher was asked to complete a Teacher Reactionnaire. Of the eight reactionnaires administered, six were returned. Due to the nature of this

instrument the results will be summarized by question.

All teachers responding felt that the program content was relevant, appropriate in difficulty, worthwhile, and properly structured and sequenced. They were not as impressed with the program materials. Although they tended to think the materials were related to the objectives (86 percent) and about the right quantity (86 percent), only 57 percent felt that the materials were particularly valuable. Twenty-nine percent felt that the materials were appropriate for the child being served.

The teachers were also critical of the pre-service tutoring training. only 43 give high ratings on the adequacy, relevancy, and length of the training. Twenty-nine percent felt that the tutoring was interesting.

Most teachers (86 percent) felt that supervision was adequate and relevant. Forty-three percent questioned the need for special supervision.

One recurring comment was observed: 43 percent thought the program should have started earlier in the school year to maximize its effectiveness.

Principal Reactions

To assess the reaction of participating principals, each was asked to complete a brief Principal Reactionnaire. Although four reactionnaires were distributed, one was not returned even after follow-up contacts.

All three principals were totally positive about the program. Every response to every item was positive. All wanted to continue the program during the 1975-76 school year.

Sight Vocabulary

Since the program was directed specifically toward increasing sight vocabulary, the expectation was that the greatest gains would be observed on this variable. Pretest and posttest scores for both students being tutored and the control subjects were utilized in analysis of covariance comparing the two groups. Table 5 presents the results of this comparison.

TABLE 5

Comparison of Sight Vocabulary Words for Tutored and Controls

Group	Adjusted X	F	P
Tutored	307.8		
Controls	263.7	20.63	0.001 *

* With DF (1,203), significance was beyond the range of the computer program.

As expected, the difference between the experimental and control groups was highly significant. The difference in adjusted means of 44.1 words would appear to be not only statistically significant but educationally significant.

Results - Expected Outcomes

1. Tutored second-grade students would show a greater gain in the number of sight vocabulary words learned than would the control subjects.

2. Teachers and principals would have available information and experience to organize a Cross-age Tutoring Program after participation in this tutoring program.
3. Teachers and principals would cooperate with the implementation of the program.
4. Tutors would gain skill in helping younger students in reading.
5. The Tutorial Coordinators training program would provide coordinators with an opportunity to understand their role and responsibilities as they were related to the tutoring program.

Results - Unexpected Outcomes

1. The Director of Tutoring, DISD requested additional copies of the tutoring program for dissemination according to need in elementary schools. He also requested a copy of the final Maxi II Practicum Report in order to have information on the Practicum evaluation results.
2. Immense cooperation and interest was displayed by the tutors and tutored in the experimental schools.
3. The tutoring program had an impact of considerable magnitude upon fifth- and sixth-grade students who were not selected for the program in experimental schools.
4. Principals who assisted in scheduling, collecting data, and implementing the tutoring program evidenced positive cooperation with and acceptance of it.

5. Principals in control schools requested implementation of the tutoring program in the 1975-76 school year.
6. Principals in the experimental schools expressed a desire to continue the tutoring program in reading and expand the program to include arithmetic in 1975-76.
7. The participating principals requested that the number of students to be tutored would include more than the 20 students per school as specified in the original design of the tutoring program. The number of students tutored was therefore increased to 25.
8. The tutoring program was extended through the 1975-76 school year in all four of the experimental schools.
9. Three principals in the control schools expanded the program to their three control schools.
10. The program was approved for dissemination according to need to other DISD schools.
11. Positive reactions came from resource persons, the DISD Associate Assistant Superintendent-Research and Evaluation, principals, teachers, teacher aides, parents, tutors, and reading supervisors.
12. Parents of tutors were pleased that their children were selected to participate in the tutoring program.

Definition of Terms

1. Experimental Schools - those schools participating in the Cross-age Tutoring Program.
2. Control Schools - those schools that included the teaching of vocabulary words in their regularly scheduled Basal Reading Program.

Conclusions

1. Teacher grades would appear to be relatively insensitive to changes in student sight vocabulary since dramatic increases were observed in acquisition of sight vocabulary skills, but not in teacher grades. This may be a function of grading students on a competitive basis rather than on an obsolute scale or external criterion.
2. Peer relations as perceived by teachers, are relatively unaffected by intervention of the type implemented by this practicum. The nearest significance observed for tutors suggests that lengthening the duration of the program might positively affect peer relations. Since the scope of this study was limited, however, such a projection must remain speculative.
3. The reactions of parents of both tutors and students being tutored were consistently positive. The program apparently had a very positive effect on attitudes of parents toward both their children as students and the school setting.
4. Teachers participating in the program were able to delineate several areas in the total program that needed improvement. Nevertheless,

their suggestions that the program should have lasted longer suggest that their attitude toward tutoring was basically very positive.

5. The highly positive reactions of principals participating in the program would suggest that such a program would be well received by principals throughout the District. Positive reactions on the part of principals would be essential if the program were to be successfully disseminated to other schools.
6. Perhaps the most significant observation to be derived from the study was the dramatic increase in sight vocabulary words for second-grade students being tutored. The gains observed were not only statistically significant in comparison with those of control subjects, but also were of educational significance in that they represented a 15 percent increase in word mastery.
7. The data suggest that although no significance differences were found on variables examined for the tutors, they were clearly no worst off for their experiences.

Recommendations

1. Based on teacher reaction, it is recommended that the tutor training program be revised to make it more task-specific.
2. Since the Cross-age Tutoring Program had a clearly positive effect on students being tutored, no adverse effect on tutors, extensive parental approval and the unqualified support of principals responding, it is recommended that the program be

extended to other schools on the basis of need.

3. In compliance with the wishes of participating principals, the tutoring program should not only be continued but also expanded to include arithmetic and other areas of the basal reading program.

Suggestions for Further Application

1. The Cross-age Tutoring Program should be expanded to include arithmetic and other areas of the basal reading program.
2. The Cross-age Tutoring Program should be made available for dissemination by the Teacher Education Center for all DISD reading teachers for the 1975-76 school year.
3. The Cross-age Tutoring Program should be made available for dissemination to Region X, an Education Center serving the entire North Texas area.

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APPENDIX A

Independent Study

Tutorial Coordinates Training Program

Directing and Implementing of a Cross-age Tutoring Program

A. Time: January 7, 1974 - 2 hours

B. Organizational Arrangement -

Film - Discussion

C. Objectives:

1. To organize, monitor, and implement a tutoring program after teachers have recommended tutors, tutored students, and areas of need.

2. To understand basic reasons for implementing a Cross-age Tutoring Program.

3. To describe a Cross-age Tutoring Program.

D. Activities:

1. Participate in an introductory session covering cross-age tutoring.

2. View a film presentation reinforcing what cross-age tutoring is and how it works.

3. Discuss questions and concerns about tutoring program.

E. Resources:

1. People

a. Nova participant

b. Coordinator of tutors - Arlington Park School

c. Teachers - Model Tutoring Program 1973-74.

2. Materials

a. Film

b. Chalkboard

c. Transparencies

APPENDIX B

TOTAL NUMBER OF WORDS - 350
VOCABULARY WORD LIST - FROM BASAL READER
PRE-PRIMER THROUGH 2ND READER

WORD VOCABULARY LIST

Tutee's Name _____ Tutor's Name _____

	Vocabulary Word	Correct	Incorrect
1.	tiger		
2.	cat		
3.	stop		
4.	get		
5.	help		
6.	come		
7.	here		
8.	truck		
9.	see		
10.	where		
11.	rocket		
12.	are		
13.	can		
14.	bus		
15.	have		
16.	me		
17.	with		
18.	zoo		
19.	want		
20.	real		
21.	fish		
22.	dinosaurs		
23.	biggest		
24.	mother		
25.	yes		
26.	tell		
27.	dad		
28.	like		
29.	but		
30.	green		
31.	Mrs.		
32.	she		
33.	tree		
34.	apple		
35.	walk		
36.	little		
37.	much		
38.	problem		
39.	him		
40.	policeman		

WORD VOCABULARY LIST (CONTINUED)

	Vocabulary Word	Correct	Incorrect
41.	up		
42.	man		
43.	hot		
44.	boys		
45.	more		
46.	tickets		
47.	wait		
48.	us		
49.	animal		
50.	candy		
51.	back		
52.	know		
53.	lucky		
54.	treasure		
55.	win		
56.	read		
57.	all		
58.	house		
59.	then		
60.	red		
61.	paint		
62.	good		
63.	color		
64.	get		
65.	fence		
66.	had		
67.	name		
68.	put		
69.	make		
70.	something		
71.	footprints		
72.	lions		
73.	school		
74.	am		
75.	Mr.		
76.	sick		
77.	day		
78.	play		
79.	park		
80.	home		
81.	take		
82.	fun		
83.	no		
84.	there		
85.	funny		
86.	smile		
87.	picture		
88.	look		
89.	nice		
90.	teeth		

WORD VOCABULARY LIST (CONTINUED)

Vocabulary Word		Correct	Incorrect
91.	for		
92.	my		
93.	at		
94.	now		
95.	be		
96.	out		
97.	your		
98.	surprise		
99.	what		
100.	frog		
101.	box		
102.	do		
103.	croak		
104.	noise		
105.	after		
106.	work		
107.	jump		
108.	of		
109.	oh		
110.	jungle		
111.	hunt		
112.	scare		
113.	that		
114.	run		
115.	dog		
116.	big		
117.	scared		
118.	away		
119.	books		
120.	card		
121.	library		
122.	did		
123.	how		
124.	seen		
125.	one		
126.	find		
127.	two		
128.	thought		
129.	store		
130.	just		
131.	them		
132.	let		
133.	her		
134.	was		
135.	girl		
136.	any		
137.	they		
138.	from		
139.	said		
140.	too		

WORD VOCABULARY LIST (CONTINUED)

Vocabulary Word	Correct	Incorrect
141. saw		
142. were		
143. room		
144. about		
145. children		
146. when		
147. went		
148. over		
149. time		
150. eat		
151. other		
152. could		
153. may		
154. if		
155. three		
156. hillside		
157. before		
158. very		
159. an		
160. old		
161. another		
162. ask		
163. say		
164. ran		
165. took		
166. his		
167. down		
168. right		
169. made		
170. cried		
171. new		
172. farm		
173. than		
174. would		
175. by		
176. father		
177. call		
178. must		
179. found		
180. as		
181. ahead		
182. first		
183. everything		
184. soon		
185. next		
186. so		
187. came		
188. again		
189. water		
190. still		

WORD VOCABULARY LIST (CONTINUED)

Vocabulary Word	Correct	Incorrect
191. turn		
192. eye		
193. last		
194. night		
195. who		
196. our		
197. around		
198. think		
199. door		
200. laugh		
201. people		
202. fast		
203. never		
204. place		
205. open		
206. began		
207. told		
208. sure		
209. friend		
210. long		
211. sat		
212. hands		
213. talk		
214. even		
215. why		
216. cry		
217. off		
218. only		
219. or		
220. grandfather		
221. highway		
222. Miss		
223. hard		
224. been		
225. give		
226. morning		
227. heard		
228. king		
229. start		
230. has		
231. through		
232. try		
233. their		
234. because		
235. gave		
236. keeper		
237. beautiful		
238. job		
239. suit		
240. black		

WORD VOCABULARY LIST (CONTINUED)

Vocabulary Word	Correct	Incorrect
241. garden		
242. line		
243. strike		
244. few		
245. steps		
246. answer		
247. while		
248. apartment		
249. bottle		
250. horse		
251. hit		
252. minute		
253. forward		
254. pay		
255. gone		
256. broken		
257. pit		
258. fallen		
259. feet		
260. such		
261. used		
262. among		
263. weeks		
264. held		
265. these		
266. nothing		
267. shop		
268. near		
269. pretty		
270. table		
271. air		
272. carry		
273. follow		
274. food		
275. numbers		
276. order		
277. easy		
278. need		
279. telephone		
280. list		
281. begun		
282. well		
283. suddenly		
284. each		
285. world		
286. kept		
287. behind		
288. seemed		
289. forth		
290. corner		

WORD VOCABULARY LIST (CONTINUED)

	Vocabulary Word	Correct	Incorrect
291.	yet		
292.	slowly		
293.	kitchen		
294.	paper		
295.	which		
296.	sense		
297.	often		
298.	heavy		
299.	wall		
300.	once		
301.	nineteen		
302.	excuse		
303.	nest		
304.	tall		
305.	catch		
306.	puffed		
307.	monkeys		
308.	hidden		
309.	ears		
310.	turtle		
311.	later		
312.	afternoon		
313.	seek		
314.	count		
315.	hundred		
316.	river		
317.	crawl		
318.	cave		
319.	alone		
320.	small		
321.	below		
322.	free		
323.	stamped		
324.	bug		
325.	holding		
326.	matchbox		
327.	hurry		
328.	woke		
329.	summer		
330.	pointed		
331.	roofs		
332.	trouble		
333.	bricks		
334.	mind		
335.	plan		
336.	bother		
337.	notice		
338.	fields		
339.	fine		
340.	cheese		

WORD VOCABULARY LIST (CONTINUED)

Vocabulary Word	Correct	Incorrect
341. loud		
342. pigeons		
343. spoons		
344. hoe		
345. dug		
346. for		
347. joke		
348. rubbed		
349. wing		
350. chameleons		

APPENDIX C

Independent Study

Arlington Park School
5606 Wayside Drive
Dallas, Texas 75235
October 3, 1973

Dear Parents:

As you may already have heard from your child's teacher, some 10 and 11 year old children are being given the opportunity of helping children in lower grades. This will be a part of the older children's regular school work. They will be given special training in how to relate successfully to your children and to help them learn. The work they do with the younger children will be under the supervision of the younger child's teacher. This program will give the younger children a chance to have more of the individual attention every child needs than could otherwise be scheduled for them.

It will give the older child a chance to learn better the subjects he is helping the younger child to master. It will also give him experience in being a trusted member of a team of classmates and teachers who are working on ways to help children learn.

Your child _____, has been selected to be one of the older helpers (one of the younger children to receive individual attention from a trained older child).

If you have any questions, please feel free to call me. We would be very much interested in hearing of any reactions your child may have to this new program.

Sincerely yours,

Principal

APPENDIX D

Independent Study

Dear Parents:

We sent you a letter last month to inform you that your child was participating in a tutoring program at school. We are happy to share with you that your child appears to be enjoying this experience. As a result of the tutoring program, second grade students are learning new reading vocabulary words and fifth and sixth grade students have an opportunity to help younger children learn words they have already mastered.

The fifth and sixth grade students participated in ten thirty minute training sessions that were conducted by teachers and other resource people in the field of education. These training sessions were designed to assist fifth and sixth grade students in: 1) helping second grade students to learn new reading words; 2) understanding their responsibilities to the second grade students' reading teachers; 3) working under the supervision of the second grade reading teachers; 4) how to relate to second grade students; 5) understanding that they are not missing work in their own class which cannot be made up; 6) realizing that those who teach learn more because one learns by teaching; 7) understanding that both younger and older students will profit from the tutoring program.

The second grade students will participate in one 30 minute tutoring session each day. This will be in addition to their regular Basal Reading Program. Second grade students are learning new words from their Basal Readers. This experience will provide a one-to-one working relationship.

We hope that the parents of second grade students will realize this as an opportunity for your child to have individualized learning experiences otherwise difficult to arrange. It is also intended that parents of fifth

and sixth grade students will realize that the program is a valuable experience from which children can learn a great deal in academic and social skills they might not otherwise be motivated to attain. It is an opportunity for them to be appreciated by teachers and younger students and to develop their resources by using them.

If you have any questions concerning the tutoring program, please feel free to call me or your child's reading teacher. We would be very happy for you to visit with us during a tutoring session.

Sincerely yours,

Principal

APPENDIX E

SCHEDULE OF THE PRACTICUM DESIGN
July 1-September 21, 1974

ACTIVITIES	July 1-5	July 8-12	July 15-19	July 22-26	July 29-2	Aug. 5-9	Aug. 6-10	Aug. 13-17	Aug. 20-24	Aug. 27-31	Sept. 3-7	Sept. 10-14	Sept. 17-21
Review related literature	X	X				X							
Review Model Tutor Training Program			X										
Conference with teachers that participated in Model Tutoring Program							X	X					
Conference with Region X Consultants that direct tutoring programs in North Texas area				X									
Conference with parents of tutees that participated in Model Tutoring Program					X	X							
Conference-Director, Area IV, DISD	X			X							X		
Conference-Coordinator-Research and Evaluation, DISD					X			X					
Conference-Experimental Principals												X	X
Conference-Control Principals												X	X
Conference-Experimental Teachers													X
Conference-Control Teachers													X
Conference-Tutorial Coordinators													X
Contact Resource Persons									X	X			
Develop Schedule of Practicum Design					X								
Revise Tutor Training Program							X	X					

Appendix E (Continued)

Schedule of Practicum Design
September 24-December 21, 1975

ACTIVITIES	Sept. 24-28	Oct. 1-5	Oct. 8-12	Oct. 15-19	Oct. 22-26	Oct. 29-2	Nov. 5-9	Nov. 12-16	Nov. 19-23	Nov. 26-30	Dec. 3-7	Dec. 10-14	Dec. 17-21
Revise Model Cross-Age Tutoring Program	X												
Develop Evaluation Instruments		X											
Write Practicum Proposal					X	X							
Submit Practicum Proposal to Nova								X					
Explain assessments to teachers									X	X			
Review revised tutor training program				X									
Develop tranining program for tutorial coordinators			X										
Request administrative approval from Generai Supt. to implement tutoring program						X							
Develop tutor training schedule											X		
Review with tutorial cocrdinators tutoring schedules												X	
Meeting-Staff tutoring team												X	X
Send letters to principals, teachers and resource persons											X		
Collect, make, and arrange for resource materials and equipment				X			X				X	X	
Arrange with principals-use of room location for training sessions												X	
Administer pretests to teachers and students												X	X

Schedule of Practicum Design
December 31, 1974-March 29, 1975

ACTIVITIES	Dec. 31-4	Jan. 7-11	Jan. 14-18	Jan. 21-25	Jan. 28-1	Feb. 4-8	Feb. 11-15	Feb. 18-22	Feb. 25-1	March 4-8	March 11-15	March 18-22	March 25-29
Send letters to parents	X												
Visit tutoring sessions		X		X		X		X		X		X	
Conference-principals and teachers		X				X				X			
Disseminate and supervise tutoring program		X	X	X	X	X	X	X	X	X	X	X	X
Assist-tutor training sessions			X	X									
Tutor training programs			X	X									
Cross-Age Tutoring sessions			X	X	X	X	X	X	X	X	X	X	X
Send tutor training schedule and letters to resource persons	X				X								
Conference-Resource persons		X											
Conference-Tutorial Coordinator		X		X		X		X		X		X	
Finalize plans for tutoring program	X												
Review tutoring program schedule with tutorial coordinators		X											
Check on training program materials	X												
Supervise tutor training sessions			X	X									
Conduct tutorial coordinators training session		X											

Schedule of Practicum Design
April 1-June 28, 1975

ACTIVITIES	April 1-5	April 8-12	April 15-19	April 22-26	April 29-2	May 6-10	May 13-17	May 20-24	May 27-31	June 3-7	June 10-14	June 17-21	June 24-28
Write practicum report												X	X
Cross-Age Tutoring sessions	X	X	X	X	X	X	X	X					
Administer posttest to teachers and students									X				
Send reactionnaires to principals, teachers and parents								X					
Collect and analyze evaluation data									X	X			
Tutor and tutees social activity								X					
Supervise tutoring program	X	X	X	X	X	X	X	X					
Conference-principals	X					X							
Conference-teachers	X					X							
Visit tutoring sessions	X		X		X		X						
Conference-tutorial coordinators	X		X		X		X		X				
Conference-coordinator, research and evaluation, DISD									X	X			
Conference-reading supervisor	X												
Conference-Area IV Director, DISD		X											
Send letters to principals and teachers										X			

Schedule of Practicum Design
July 1-August 31, 1975

ACTIVITIES	July 1-5	July 8-12	July 15-19	July 22-26	July 29-2	Aug. 1-31
Submit final practicum report	X					
Send results to principals, teachers, tutor coordinators	X					
Send letters to General Supt., DISD	X					
Complete and finalize MaxiII Practicum Requirements	X					
Final check for returning materials, writing letters, etc.		X				
Conference-encourage principals to continue tutoring program next year				X		
Write principals to offer assistance to continue program next school year					X	
Conference with principals requesting assistance to contine program next year						X

APPENDIX F

REVISED SCHEDULE OF THE PRACTICUM DESIGN

August 1 - October 15, 1975

ACTIVITIES	AUGUST 1 - 31	SEPTEMBER 1-30	OCTOBER 1-15
Complete final report		X	
Submit Maxi II Report			X
Contact principals to continue and expand tutoring program in 1975-76.	X		
Visit teachers and principals implementing tutoring program in 1975-76	X	X	
Follow-up tutoring programs in other schools.			X
Finalize Maxi II Requirements			X

Appendix G
Teacher Checklist
Peer Relations

Name _____ Class _____ Date _____ Class Rank _____
Grand Total Score _____

Item	Never	Seldom	Some-times	Often	Very Often
1. Pupil is selected first in activities requiring choosing pupils for a team.	1	2	3	4	5
2. Pupil is chosen as workmate for academic projects.	1	2	3	4	5
3. Pupil is chosen as playmate for play activities.	1	2	3	4	5
4. Pupil physically interacts with other children in positive ways.	1	2	3	4	5
5. Pupil verbally interacts with other pupils in positive ways.	1	2	3	4	5
6. Pupil participates cooperatively in group activities.	1	2	3	4	5
7. Pupil makes contributions to his group which are positively accepted.	1	2	3	4	5
8. Pupil's opinion and help is sought by peers.	1	2	3	4	5
9. Pupil volunteers for activities and assignments.	1	2	3	4	5

	Very Often	Often	Some-times	Seldom	Never
10. Pupil is criticized by peers.	1	2	3	4	5
11. Pupil verbalizes his rejection, "Nobody likes me." "I can't do _____." etc.	1	2	3	4	5
12. Pupil is involved in arguments with peers.	1	2	3	4	5
13. Pupil is involved in fights with peers.	1	2	3	4	5
14. Pupil cries frequently.	1	2	3	4	5
TOTAL	x 1	x 2	x 3	x 4	x 5
ADJUSTED TOTAL					
GRAND TOTAL					

APPENDIX H

Parent Reactionnaire

As you know, your child _____ has been involved in a tutoring program at _____ Elementary School. In order to find out how you feel about this program; we would like you to answer the following questions.

_____
Principal

Parent Reactionnaire

Please check yes or no to indicate your answer.

1. Were you happy child participated?

   yes no

2. Could you see any change in this child at home?

   yes no

   If yes, was the change for the better?

   yes no

3. Did it affect the child's relationship with brothers, sisters, or other children in the neighborhood?

   yes no

4. Does he/she spend more time reading at home?

   yes no

5. Does he/she spend less time reading at home?

   yes no

6. Does he/she seem to enjoy tutoring sessions?

   yes no

7. Does he/she seem more willing to attend school since the tutoring program started?

   yes no

8. Do you think it was worth the child's time to be in the program?

   yes no

9. Do you think the program helped your child?

   yes no

10. Would you like for your child to be in the program next year?

    yes no

(Please comment on the following page)

Parent Reactionnaire

Comments:

APPENDIX I

Independent Study

Teacher Reactionnaire

Program Cross-Age Tutoring Grade _____

School _____ Size of class _____

Number of years teaching experience _____

1. The program content appears to be:

   a. 1 — 2 — 3 — 4 — 5
   Highly Relevant — Totally Irrelevant

   b. 1 — 2 — 3 — 4 — 5
   Too Difficult — Appropriate — Too Easy

   c. 1 — 2 — 3 — 4 — 5
   Worthwhile — Useless

   d. Suggestions:

2. Structure of Program:

   a. 1 — 2 — 3 — 4 — 5
   Too Structured — Appropriate — Too Little Structure

   b. Suggestions:

3. Sequencing

   a. 1 — 2 — 3 — 4 — 5
   Appropriate — Inappropriate

   b. Suggestions:

4. Materials and Media

   a. 1 — 2 — 3 — 4 — 5
   Valuable — Of Little Value

Independent Study

b. 1 — 2 — 3 — 4 — 5
Appropriate for children — Inadequate

c. 1 — 2 — 3 — 4 — 5
Relevant to Objectives — Irrelevant to Objectives

d. 1 — 2 — 3 — 4 — 5
Too much — About Right — Too Little

e. Suggestions:

5. Pre-service tutor training was:

a. 1 — 2 — 3 — 4 — 5
Adequate (Sufficient) — Inadequate

b. 1 — 2 — 3 — 4 — 5
Relevant to Needs — Irrevevant to Needs

c. 1 — 2 — 3 — 4 — 5
Interesting — Boring

d. 1 — 2 — 3 — 4 — 5
Much Too Long — About Right — Much Too Short

e. Suggestions:

6. Supervision of tutoring sessions was:

a. 1 — 2 — 3 — 4 — 5
Necessary — Unnecessary

b. 1 — 2 — 3 — 4 — 5
Adequate (Sufficient) — Inadequate

c. 1 — 2 — 3 — 4 — 5
Relevant to Needs — Irrelevant to Needs

d. Suggestions:

APPENDIX J

Independent Study

Principal Reactionnaire

In order to find out how you feel about the Cross-Age Tutoring Program in your school, we would like for you to answer the following questions. Please check yes or no to indicate your correct response.

1. Did you make the correct decision by giving approval for the tutoring program to be implemented in your school?

   yes no

2. Did you observe any improvement in the students' performance in reading vocabulary?

   yes no

3. Have the tutors and tutees demonstrated improved attitudes toward school?

   yes no

4. Have the tutors appeared to be happy in performing their tutoring task?

   yes no

5. Have teachers complained to you about the tutoring program?

   yes no

6. Have teachers made positive comments concerning the tutoring program?

   yes no

7. Have you received negative comments from parents concerning the tutoring program?

   yes no

8. Do you think it was worth the time involved to implement the tutoring program?

   yes no

9. Do you think the tutoring program helped your students?

   yes no

10. Would you like to continue the tutoring program next school year?

    yes no

(Please make comments at the top of the following page)

Independent Study

Principal Reactionnaire

Comments:

APPENDIX K

Independent Study

Teacher's Report on Pupil Reading Grades

List the present grade received in reading and language arts for the following pupils. Rating should be made as following:

1 - Rapid progress

2 - Satisfactory progress

3 - Acceptable progress

4 - Little or no progress

Pupils Name	Grade
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	
16.	
17.	
18.	
19.	
20.	

APPENDIX L

dallas independent school district

Nolan Estes
General Superintendent

December 16, 1974

Mrs. Donnie L. Breedlove
Arlington Park Community Learning Center
5606 Wayside Drive
Dallas, Texas 75235

Dear Mrs. Breedlove:

On December 12, the Development Council reviewed your proposal, "Improvement, Supervision, and Dissemination of a Model Cross-Age Tutoring Program."

The Council approved your proposal; however, they recommended that you narrow the scope of your research. They also stated that because of the Open Records Law you would need to guarantee the anonymity of each student. Further, they asked that you indicate on all of your instruments that this is an independent study.

The Council designated Mr. Jim Daniel as the coordinator of your study and suggested that you contact him before beginning your research.

I concur with the Council's decision and recommendations.

Sincerely,

Nolan Estes
General Superintendent

NE:ss

cc: Mr. Jim Daniels

Dallas, Texas 75204 214/824-1620

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